

**SIMS User Training**  
**Building Admin Optional Activity #1a**  
**Team Consultation (about 10 minutes)**

- [illegible]

**SIMS User Training  
Activity #1a  
Roles and Responsibilities Quiz**

**Directions: Draw a line from each role to one or more of the responsibilities listed.**

<b>Responsibilities</b>	<b>Roles</b>
1. Provide information about the student and how he/she performs	School Principal
2. Use the Manage School Teams tool to create a team in SIMS	
3. Complete (close) the process	Team Contact
4. Ask for help from a team	Team Member
5. Receive requests for Team Consultation	
6. Gather information from other staff	Staff person with a concern about a student
7. Designate a contact person for each team	
8. Summarize the information submitted in Team Notes	Staff person who works with the student
9. Assign staff members to a team	
10. Participate in a problem-solving conversation about the student and generate a plan for next steps	

**SIMS User Training**  
**Activity #1 (about 15 minutes)**  
**Team Consultation Request and Notes**

1. Review the student description (attached) with the person sitting next to you. Independently navigate through SIMS to complete the activity.
2. Imagine that this student is in your class and that you would like to initiate a Team Consultation. Create a Team Consult Form. Save the completed form.
3. Next, imagine that your team is meeting to have an initial discussion about the student.
4. Using the student number at your workstation, look up the extended profile in SIMS to gain additional information about the student. Review the information with your partner.
5. After reviewing the information, enter a “team note,” summarizing the concern, the available data, and your plan for next steps. Critique your note with your partner.

**SIMS User Training**  
**Activity #1**  
**Information from the Student's Fifth Grade Teacher**

**Strengths**

The student:

- Has a great sense of humor
- Makes friends easily and is well-liked by other students
- Works hard, is cooperative, and generally has a great attitude
- Asks for help appropriately
- Is performing at grade level in math; the current curriculum is appropriate
- Has benefited from previous reading interventions (Title I, Summer School, parents provided reading tutor)
- Is making good progress in reading at this time

**Concerns**

The student:

- Sometimes has difficulty staying on task
- Is increasingly aware that s/he is not able to do the same work or complete work as easily as peers
- Lacks the ability to think independently when it comes to writing; always wants to get ideas from others
- Is experiencing decreasing self-confidence
- Is less willing to try to complete writing assignments
- Has difficulty beginning, continuing, and finishing his own work in writing
- Is producing a limited amount of written work--about 25% of the written work completed by peers.
- Is producing written products that are much shorter in length than classmates in at least twice the work time
- Is reluctant to share his writing, stating that it is not good enough
- Is not applying taught writing skills

**Strategies Tried**

- Providing additional time (somewhat effective)
- Replacing recess with work time to "catch up" with assignments (not effective)
- Individual support to get started (somewhat effective)
- Use of visual cues for work completion (somewhat effective)
- Use of assignment notebook (parents follow-up; somewhat effective)
- Increased parent contact (helpful)

**Other**

- Writing samples attached
- See Extended Profile in SIMS

**SIMS User Training**  
**Optional Activity # 2a (about 15 minutes)**  
**Intervention Quicklist**

1. Review the Team Notes handout attached. Notice that all of the interventions listed pertain to the Attendance objective in SIMS.
2. Identify the next steps that were commonly listed in the notes, and locate a similar intervention in the Attendance Intervention menu (also attached).
3. Enter the intervention title, objective, and tier that correspond to the commonly listed next steps on the form provided.
4. Login to SIMS as the principal (*alphaprin*) and create an Intervention Quicklist.

**SIMS User Training  
Optional Activity #2a  
Intervention Quicklist Worksheet**

<b>Interventions From the Attendance Menu to Include in a Quicklist</b>	
<b>Intervention Title</b>	<b>Tier</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	
<b>6.</b>	

**SIMS User Training**  
**Activity #2 (about 15 minutes)**  
**Select and Assign an Intervention**

1. Your team is meeting again to discuss the student. This time his/her teacher brings writing samples from class work for the team to review (see attached).
2. After reviewing the writing samples, your team decides to create a plan to intervene using one of the existing interventions from the sample language arts intervention menu that is in your handouts. Work with your partner to determine the intervention you will select.
3. Both partners enter the selected intervention into your student's SIMS record.

If you finish early, practice entering another intervention.

**SIMS User Training**  
**Activity #3 (about 10 minutes)**  
**Progress Monitoring**

1. The student's teacher has been implementing the intervention as designed and monitoring the student's progress. The data she reported to the team is summarized on the next page.
2. Find the progress monitoring data for the intervention you assigned to your student and the dates that the information was collected.
3. Independently enter the data into SIMS and open the graph.
4. Discuss the data and graph with your partner.
5. Independently, add a comment.



**SIMS User Training**  
**Activity #3**  
**Progress Monitoring**

Progress Monitoring Data for Writing Interventions			
Intervention Title	Progress Monitor Used	Date Administered	Score
Writing Topics	Writing Topics Rubric (0-3 scale; 0 is seldom, 3 is always)	September 7	0
		September 16	1
		September 23	2
		October 1	2
Talk Through Story	Talk Through Story Rubric (0-3 scale; 0 is unable to do, 3 is independent use)	September 4	1
		September 10	2
		September 21	1
		September 30	2
Co-Plan and Write	Co-Plan and Write Rubric (0-3 scale; 0 is unable to do, 3 is independent use)	October 1	1
		October 9	1
		October 16	2
		October 27	3
Meaningful/Clear Writing	Meaningful/Clear Writing Rubric (0-3 scale; 0 is unclear/difficult, 3 is clear/easy)	October 2	0
		October 16	1
		October 26	2
		November 5	3

**SIMS User Training**  
**Activity #4 (about 30 minutes)**  
**Creating Custom Interventions**

1. Your student has not made progress using the previously tried intervention(s). After reviewing the menu, you decide to create a custom intervention.
2. Work with your partner to create a custom intervention using the attached template.
3. Individually enter the information into SIMS.
4. Work with your partner to create a custom progress monitor for the intervention you just created, using the attached template.
5. Individually enter the information into SIMS.

**SIMS User Training**  
**Activity #4**  
**Template for Creating a Custom Intervention**

1. What is the goal?
  - ☐ Engagement
  - ☐ Learning
  - ☐ Relationships
2. What is the objective?
  - ☐ Improved Attendance
  - ☐ Proficient Reading
  - ☐ Proficient Math
  - ☐ Improved Behavior
3. (Note: If you are not grouping interventions by level or tier, skip this step.)  
At which tier will the intervention be placed?
  - ☐ Tier 1
  - ☐ Tier 2
  - ☐ Tier 3
4. (Note: If you are not grouping interventions into categories, skip this step.)  
In which category will the intervention be placed?
5. What is the name of the custom intervention?
6. Write a brief description of the intervention. Include information that will help other staff implement the intervention with fidelity.
7. How long should the intervention be implemented before you will be able to make a decision about whether the intervention is working or not working?
8. How frequently should the intervention be delivered to be effective?
9. Enter the information into SIMS and click on “Create”.

**SIMS User Training**  
**Activity #4**  
**Template for Creating a Custom Progress Monitor**

1. What is the name of the intervention that will be linked to this progress monitoring tool?
2. What will you name this progress monitor?
3. Write a brief (one or two sentence) description of the progress monitoring tool.
4. How will the progress monitoring tool be scored? What are the possible maximum and minimum scores?  
Maximum Score: \_\_\_\_\_  
Minimum Score: \_\_\_\_\_
5. Write directions for administering the tool and scoring it, so that other staff accessing it will be able to use it appropriately.
6. How often should the progress monitoring tool be administered? (the SIMS Demo version uses twice--once at the beginning and once at the end of the intervention period)
  - ☐ Twice, once at the beginning and once at the end of the intervention
  - ☐ Administer \_\_\_\_\_ times
7. Is data available that describes the student's expected performance by a specific grade level?  
If so, create a benchmark.  
Grade:  
Benchmark:
8. Enter this information into SIMS and click on "Create".

## SIMS User Training

### Optional Activity #5:

### Group Progress Monitoring

#### Trainer Activity:

1. With a partner, imagine that you are a Reading Specialist working with a grade level team to address the reading needs of their students. They would like to group students across the fifth grade in order to provide a few students additional instruction in fluency. Another small group needs support with comprehension. Use the Group Progress Monitoring function in SIMS to create two intervention groups, one for fluency and one for comprehension. Add 3 students to each group.

#### User Activity:

2. Next, you are a teachers of one group. **Assign** an intervention and **select** an appropriate Progress Monitor for the group. **Set** a benchmark goal line and **add** data over time. Add at least 4 dates worth of progress monitoring data for each student in the group. **View** the aggregate line graph created for the group and discuss next steps for each student based on the graphed data. Go into **Reports** and view additional information to support problem-solving. **End** the intervention for the students who have reached the goal.

Group Progress Monitoring Data					
Student Name	Intervention Title	Progress Monitor Used	Goal	Date Administered	Score
<i>Student 1</i>				October 26	
<i>Student 2</i>				November 2	
<i>Student 3</i>				November 5	
				November 12	

**SIMS User Training**  
**Activity #6 (about 10 minutes)**  
**Conclusions and Recommendations**

1. With a partner, talk about the issues that you think should be addressed by a team as part of monitoring progress, reviewing the plan and revising it. Include issues that you know your district(s)/CESA are likely to want addressed. Make a list below.
2. Compare your list to the checklist questions and the summary questions and recommendation options in the Conclusions and Recommendations section of SIMS. In what ways are the lists similar? Different?

**SIMS User Training**  
**Activity #7 (about 30 minutes)**  
**SIMS Scenarios for Practice**

Learning a new piece of software requires practice. Now that you have learned SIMS basic navigation, it is time to practice and refine your skills.

1. The next page lists a variety of scenarios that require you to go into SIMS and enter something into a student's record.
2. Work independently to complete the items with an asterisk first.
3. After completing a scenario with an asterisk, log out of SIMS.
4. Then try as many other scenarios as you have time to complete.

**SIMS User Training**  
**Activity #7**  
**SIMS Scenarios for Practice**

1. Select a school, and then generate a list of students that are flagged for math only.
2. Select a school, and then generate a list of students that all have an active language arts intervention.
3. Select a school, and then generate a list of fourth grade students. When looking at the student roster, sort by ESL. Find the name of any student flagged for an intervention.
4. Generate a list of students at the third grade. As you look at the student roster, you realize that the student list is too long. Use the breadcrumbs to navigate back to the student selection screen and select only the students who are flagged for Language Arts.
5. Login to SIMS. Select all of the students in one grade. When the list is displayed, sort by ESL and Special Education.
6. \*Select 4 students who are flagged for the same intervention. Assign the same intervention and progress monitor to all 4 students. Check to be sure the intervention has been entered in each student's intervention record by using the previous-next feature.
7. Select a student and enter a team note using the suggested format. Make up your own concern and data. Don't forget to spell check. Then, edit the note to change or add information.
8. \*Select an intervention from the hard copy of the sample menus. Find the same intervention in SIMS using the drop down menus and assign it to a student. Change the frequency and duration of the intervention and add two participants.
9. Select an intervention from the drop down menus in SIMS. Add comments to make it specific to the student's needs. (Make up information about the student if necessary.)



10. Select a student from a list of students that has an active intervention. Edit the intervention and enter progress data on three different dates. Check the graph.
11. \*Select a student that has an active intervention. End the intervention, and view the inactive intervention created as a result. Then delete it.
12. Assign a new intervention to any student. Once you've completed this step, you realize that you were in the wrong student's record. Go in and delete the intervention.
13. Create a new custom intervention for a student with a math problem. Assign an already established progress monitoring tool to it. Modify the frequency and duration of the progress monitor.
14. Create a new custom intervention for a student with a behavior problem. Create a custom progress monitoring tool for the custom intervention you designed.
15. Generate a list of the Team Notes created from September 1, 2009 to October 27, 2009.
16. You are at a team meeting when you realize that no one has a copy of the attendance menu. Open the menu in SIMS.
17. \*Generate a student intervention report that includes all of the sections available. Generate another student intervention report; this time select only 2 of the available sections of the report.
18. Generate a User Report.
19. \*Complete questions 1 and 2 in the Review and Reflection section. Click on submit, and analyze the error message. Then fix the error and submit it again.

